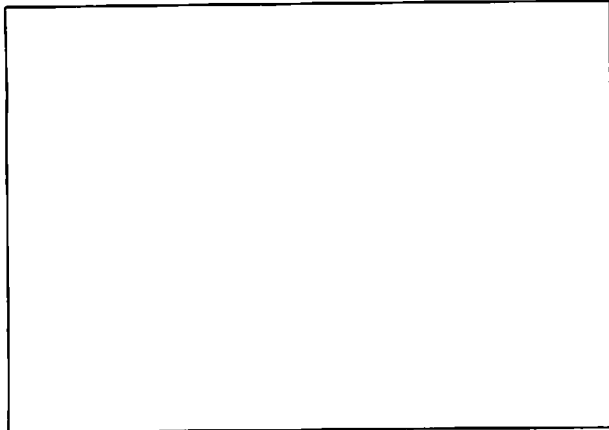
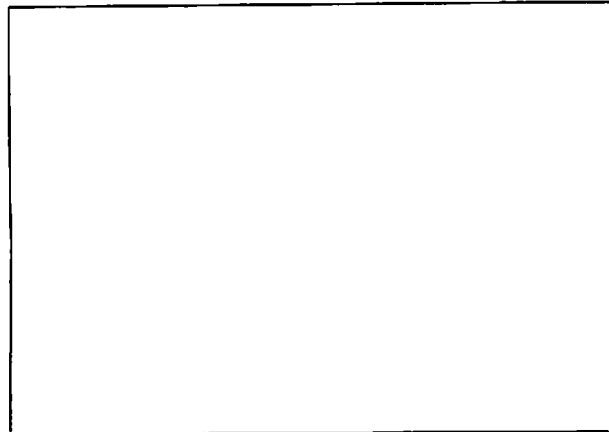


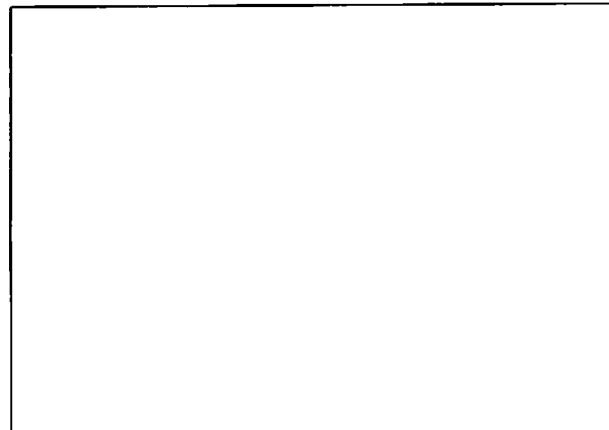
GIST



Read the first sentence and summarize contents in fifteen words or less.

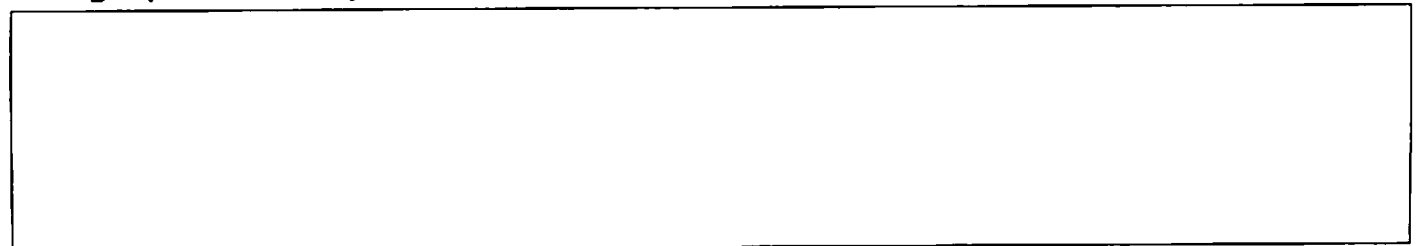


Read second sentence and summarize first two sentences in fifteen words or less.



Continue until paragraph is read and then summarize the entire paragraph in fifteen words or less.

Paragraph Summary



GIST (Generating Interactions Between Schemata and Texts)



What Is GIST?

GIST (Cunningham 1982) is an acronym for *Generating Interactions between Schemata and Texts*. This strategy was developed to help students learn to write organized and concise summaries of their reading.

Why Would I Use This Instructional Strategy?

Using this instructional strategy will assist readers and writers as they organize notes for class discussion, research, essay writing, and exam preparation.

How Does It Work?

1. For modeling of this strategy, find a short, expository/informational paragraph that details a concept, event, time period, description, problem, or sequential instructions.
2. Read the first sentence to the class, then ask students to work together to write a summary of the contents of the first sentence in fifteen words or less.
3. Write the group summary on the board. Then, read the second sentence of the paragraph and ask students to write a summary of the first two sentences in fifteen words or less.
4. Write the group summary on the board and read the next one or two sentences in the paragraph. Continue until the paragraph is read and then ask students to write a summary of the entire paragraph in fifteen words or less.
5. After modeling the strategy, ask students to apply the strategy to a chapter of their textbook, a research source, or an article they are currently reading. (See Appendix for GIST organizer form.)

Research/Origins

Cunningham, J. 1982. "Generating Interactions Between Schemata and Text." In J. Niles and L. Harris, eds., *New Inquiries in Reading Research and Instruction*. Thirty-first Yearbook of the National Reading Conference, pp. 42-47. Washington, DC: National Reading Conference.

References/Further Reading

Alvermann, D. E., and S. F. Phelps. 1994. *Content Reading and Literacy: Succeeding in Today's Diverse Classrooms*. Boston: Allyn and Bacon.

Homework



What Makes an Effective Homework Assignment?

For many students, the challenge of new or complex reading material as a homework assignment is not the most effective extension of learning you do in class. Many readers struggle with the text because they don't know how to read their textbooks using text supports. Others refuse to read because the material is difficult or boring to them. When this happens, teachers are left with the dilemma of figuring out what to do if only a handful of students have completed the homework. So, what is effective homework?

I believe effective homework extends the day's learning with independent practice or anticipates tomorrow's learning with work that represents a set for the content or instruction that will occur.

Extending Learning from Class

In a geography class, the teacher has spent two days teaching her students how to use text supports to help them read their textbooks. They have completed a Textbook Activity Guide (Davey 1986) on the chapter they have been studying and discussed ways the supports in the text help them predict, connect, and establish a purpose for reading through questioning. The Content Brainstorming graphic organizer shown here (see Figure) extends that strategy lesson by asking students to look at the next chapter to be read, examine the text supports, and use those supports to predict, connect, and question. More students will complete this kind of assignment because it does not require extensive reading of the text. Students are reading and noting titles, headings, subheadings, key vocabulary words, illustrations, and captions. They then use these to make predictions about what they anticipate learning in class tomorrow. Additionally, they develop three content questions they believe they will answer when they study this concept in class the next day.

Research/Origins

Allen, J. 2002. *On the Same Page: Shared Reading Beyond the Primary Grades*. Portland, ME: Stenhouse.

Davey, B. 1986. "Using Textbook Activity Guides to Help Students Learn from Textbooks." *Journal of Reading* 29: 489-494.

References/Further Reading

Allen, J. 2002. *On the Same Page: Shared Reading Beyond the Primary Grades*. Portland, ME: Stenhouse.

Chapter Title <u>The Water Planet</u>		
Key Words	Headings	Subheadings
hydrosphere	tributary	<u>The Geography of Water</u>
hydrologic cycle	estuary	<u>The Oceans</u>
transpiration	water table	<u>People + Water</u>
evapotranspiration	aquifer	<u>Rivers + Lakes</u>
		<u>Characteristics</u>
Picture Walk: What predictions can you make about content based on visuals?		
Caption: <u>Venezuela's Angel Falls</u>	Caption: <u>The hydrologic cycle</u>	Caption: <u>Groundwater</u>
<u>Mackenzie Delta</u>		
<u>Idaho dam</u>		
Connections and Questions		
What predictions and connections could you make about what you will learn in the chapter based on above text supports?		What questions could you ask that would focus and guide your reading?